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## THE EFFECT OF MOTIVATION ON ARABIC COLLOCATION KNOWLEDGE: THE MEDIATING ROLE OF COLLOCATION LEARNING STRATEGIES

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### ABSTRACT

**Background and Purpose:** The role of collocation learning strategies is less of a concern as mediator. Although several correlation studies of bivariate factors have provided the relationship between the variables, many cannot answer the question of how the relationship exists. Also, a lot of studies have taken into account the variables of collocation learning strategies as mediator factors and have not illustrated clearly the relationship between independent variables (motivation) and dependent variables (collocation knowledge). As such, the aim of the present study is to identify the knowledge of Arabic collocation by taking several factors, namely; motivation and collocation learning strategies that have the potential to increase the knowledge of Arabic collocation in Malaysia.

**Methodology:** In this study, a cross-sectional design was applied. Simple random sampling was used, where a total of 344 final year Arabic language students from eight public universities in Malaysia took part in the study by completing a set of tests and questionnaires. The data were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) technique.

**Findings:** The findings show there is a direct and indirect relationship between motivation variable, collocation learning strategies and collocation knowledge. In addition, the learning strategies factor also serves as a partial mediator.

**Contributions:** This study suggests that collocation learning strategies play a role in the relationship between motivation and collocation knowledge in the context of Arabic language at higher education level in Malaysia.

**Keywords:** Collocation learning strategies, motivation, collocation knowledge, Arabic language, public universities.

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## 1.0 INTRODUCTION

Collocation is the aspect of language that is found in all languages. In other words, it is a pair of words (lexical) or more that has a new meaning that differs from the meaning of the original single word. According to Hill (2000), collocation efficiency is an indicator or benchmark to judge the mastery of a student's language proficiency. As such, students who have high levels of collocation mastery are recognized as individuals who achieve competency and high fluency in the language communication.

In accordance with the Malaysian Ministry of Education's objective, stated in Malaysia Education Blueprint of 2013 to 2025, the outlined shift is to ensure that all students have the opportunity to learn additional languages in an effort to transform the national educational system (Ministry of Education, Malaysia, 2013). The additional language, such as Arabic, is not foreign to the Muslim community in Malaysia. This is because the Arabic language, which is the language of the Quran, has inspired the relevant authority to organize and empower the Arabic language education in Malaysia, as well as inclining Arabic as a 'language of the religion' (Mat Teh & Nasir, 2012).

However, there has been the rising of complexity and problems, mainly in terms of collocation (Muhammad & Mezah, 2007; Jumingan, 2009; Abdul Wahab, 2014), especially for those who study Arabic at university level (Jumingan, 2009; Kamaruddin, 2013). Previous study by Muhammad and Mezah (2007), showed that the Arabic language collocation level among 155 university students in particle usage, nouns and verbs are weak, critical and less

lenient levels as the achievement in that stage determines the direction and extent of the students' understanding.

In addition, most researchers did not pay enough attention to collocation teaching, specifically in the context of Arabic collocation (Jumingan, 2009). This is because students are less exposed to specific strategies and techniques to reinforce their knowledge of the studied collocation (Howarth, 1996; Abdul Wahab, 2014). Based on this, the absence of effective strategies and learning techniques has been found to be the cause of confusion in collocation (Aladdin, 1998; Ahmad Sokri & Ismail, 2017; Abdullah, Mezah, Mohamad, & Mat Teh, 2015; Abdul Wahab, 2014).

Conversely, other factors influencing the level of collocation knowledge of a student have been identified, such as motivation (Aladdin, 1998; Mat Teh, Nik Yusoff, & Mahamod, 2010), as well as collocation learning strategies (Barfield & Gyllstad, 2009; Webb, Newton, & Chang, 2013; Ying & O'Neill, 2009). In addition, there is a potential variable for collocation learning strategies as a mediator factor in learning collocation (Zhang, Lin, Zhang, & Choi, 2017). In other words, the collocation learning strategy has been seen to have a direct and indirect relationship in learning collocation. However, previous studies remain unclear whether there is a simultaneous relationship between motivation and collocation learning strategies in the context of foreign language learning in Malaysia, as these variables have been viewed separately. This is why it is crucial for this study to identify relationships in involvement, motivation and collocation learning strategies, through exploratory analysis along with explanations for dependent variable (collocation knowledge) changes.

## **2.0 LITERATURE REVIEW**

### **2.1 Motivation and Collocation Knowledge**

Motivation is one of the most important predictors in Self Determination Theory. This theory was founded by Deci and Ryan (1985), and developed by Noels, specifically in the context of second language learning with other researchers (Noels, Pelletier, Clement, & Vallerand, 2000). The theory states motivation is categorized into two components; (i) extrinsic, and (ii) intrinsic motivation. The intrinsic motivation refers to the motivation caused by the rewards, the external stimulus to be gained, and its success. Whereas intrinsic motivation drives the joy of the student as a result of the desire that comes from within him/her when doing an activity. In contrast to Ellis (1994), motivation refers to the individual difference factor that moves a person to do and guides the direction of an action based on his or her desire as well as learning

needs. Thus, it is said to be an influential factor and determines the effectiveness of both second and foreign languages (Gardner & Lambert, 1972).

Most researchers have predicted that motivational factors can affect the achievement of students. For example, Noels et al. (2000) argued that emerging feelings controlling their own actions is key to encouraging autonomous learning (Deci & Ryan, 1985). Although Gardner's theory helped previous researchers to understand the concept of how and why in language learning; however Dörnyei (1990) and Noels et al. (2000) disagreed with Gardner's social learning model and opined that the model cannot explain the difference between instrumental and integrative with detailed and related aspects of motivation in language learning. This is because many of the previous studies proved to distinguish between motivation intrinsic and extrinsic clearly, such as the study of Noels, Clément, and Pelletier (1999), Pintrich and Groot (1990) as well as Reeve, Ryan, and Deci (2008).

Also, new findings were discovered in the Abu Bakar, Sulaiman, and Muhammad Rafaai (2010) study that of the 6 constructs adapted from Noels et al. (2000) instruments, only 5 constructs are stable and suitable for use in the context of Arabic language learning in Malaysia. However, the researchers added another constructive motivation, which is "religious motivation". In Malaysia, Arabic is said to have an intimate relationship with Islamic teachings (Mat Teh & Nasir, 2012). This is because Islam is a holistic religion that is plain in all aspects. A holistic motivational approach has been used to understand, explore and appreciate the teachings of Islam. In this holistic motivational approach, stimulants and incentives are used to achieve the blessings of Allah in the world and hereafter by linking the student's behaviour in learning Arabic language. In other words, the intended holistic approach is referred as the stimulation and rewards of Islamic teachings.

Similarly, most of the previous studies have found that motivation is one of the most important predictors of language learning, suggested by Clément, Gardner, and Smythe (1977), Dörnyei (1998), Kata and Dörnyei (2005), Noels et al. (1999), Richard and Kruidenier (1985), and Schmidt and Watanabe (2001) but only a few studies done by researchers Tseng and Schmitt (2008) and Zhang et al. (2017) recognized the motivational factor in the vocabulary they learn. The findings of Zhang et al. (2017) revealed that motivation has a significant relationship on vocabulary knowledge with magnitude ( $\beta = 0.18$ ,  $p < 0.05$ ). In the same vein, the study of Tseng and Schmitt (2008) also found the value of the magnitude to be ( $\beta = 0.62$ ,  $p < .05$ ). Thus, the logic of that study proved that the motivation has a significant relationship with the mastery of the vocabulary. Based on the literature discussed, Ha1 is as follows:

*Ha1: There is a significant relationship between the motivational variables and the collocation knowledge among public university students in Malaysia.*

## **2.2 Learning Strategies and Collocation Knowledge**

The collocation learning strategies are referred to as a range of approaches, plans and methods to enhance collocation knowledge learned through the environment to facilitate the acquisition, storage, remembrance and use of the most correct and appropriate context (Ying & O'Neill, 2009). Yang and Barfield (2011) emphasized collocation can be determined by several factors, which the students need to master, such as having the ability to identify and recognize collocation (noticing), using strategies to acquire various strategies and applying collocation which have been learned (using them appropriately). In this study, the variable of learning collocation strategy is defined as a confession, using a master technique, by applying the collocation in the form of verses either through writing or speaking skills.

Some previous scholars, such as Hashemi, Azizinezhad, and Dravishi (2012), Jumingan (2009), and Kamaruddin (2013) stressed that the aspect of collocation, such as systematic and structured learning strategies, should be given attention. This is because not many studies have classified taxonomy or a specific strategy to learn about collocation. As such, the present research will discuss on some previous studies that have contributed to collocation learning strategies, like Nassaji (2006) which proved that students with higher degree of depth in vocabulary knowledge tend to perform various strategies even more frequently. Similarly, Tseng and Schmitt (2008)'s study findings found that the learning strategy behaviour requires two phases; (i) what strategies are used (ii) and how often they are used.

In addition, Gu and Johnson (1996)'s findings discovered that there is a significant relationship between the use of two-dimensional learning strategies (metacognitively and cognitively) with vocabulary size. Supported by another study of Park (1997), the study proved that there is a significant relationship between the six categories of learning strategies (memory, cognitive, metacognitive, affective and social) with the mastery of students in English.

However, some previous scholars found that students' engagement in learning strategies cannot be a predictor of vocabulary knowledge, such as in Tseng and Schmitt (2008)'s study, as it needs to go through a mediation variable of mastery tactics. This is explained by the findings of Gardner, Tremblay, and Masgoret (1997) that the frequency of non-focus strategy that is being used leads to low academic achievement. Among the reasons drafted in that study was that the respondents from the study have been involved and tried all

the learning strategies but failed to choose the techniques that were truly effective and relevant to their learning.

To further reinforce this argument, Choi, Zhang, Lin, and Zhang (2018)'s latest study stated that there is a positive correlation between learning strategies and vocabulary knowledge, which is divided into two dimensions: (i) size, and (ii) depth, with significant relationship value at  $\beta = .83$ ,  $p < .001$ . Also, Zhang et al. (2017) reckoned the finding that learning strategies have significant relationships with vocabulary knowledge by providing the magnitude of the relationship as ( $\beta = 0.59$ ,  $p < .001$ ).

Based on this, it is shown the majority of past studies have found that learning strategies have become one of the most important predictors of vocabulary knowledge among their research. Therefore, it can be concluded that collocation knowledge is not separate from the vocabulary aspect. This is evidenced from results of correlation analysis in the study of Farvardin and Koosha (2011), which showed that there is a strong correlation between the vocabulary and collocation aspects, where the correlation coefficient value is  $r = .85$ ,  $p < .01$ . Based on the literature discussed, Ha2 is as follows:

*Ha2: There is a significant correlation between the collocation learning strategy variables and the collocation knowledge among public university students in Malaysia.*

Thus, the research questions of this study are outlined as follows:

1. Are there any direct and indirect relationships between motivational variables, collocation learning strategies as well as collocation knowledge among Arabic language students in public university?
2. How far is the strength of collocation learning strategies as a mediating factor?

### **3.0 RESEARCH DESIGN**

This study uses a cross-sectional approach in administering a survey of the sample and the entire population to illustrate the attitude, opinion, behaviour and character of the population (Creswell, 2012). The respondents of the study are final year students of the Arabic language programme. This selection is based on maturity factors and their experiences in learning the Arabic language at the university level in particular. At this age, they have studied Arabic at university for at least 4 years compounded with 11 years of school experience. Therefore, the

maturity factor and experiences make their answers more consistent than those of pre-university students.

The sampling method in this study is a simple random sampling. This method is selected based on the ability of the researcher to obtain a list of students' names for the purpose of sampling frames, as the researcher also made a code for the list of names obtained. Thereafter, a technique based on true random generator software was used to obtain a fair sample of the population. The use of this method is appropriate for homogeneous populations, such as public universities, ranging from UiTM, UKM, UPM, USIM, UPSI, UIAM, UM and UniSZA which offer the Arabic language programme. In order to clarify the relationship, the difference and the factors between the study variables previously discussed, the present study uses the SmartPLS version 3.0 software to answer the questionnaires that have been outlined.

To measure the collocation knowledge of students, a set of collocation tests adapted from the Receptive Collocation Test based on Choi, V. Chon, and Han (2015) study are used. This test used a variety of distractors and added another distractor of *I do not know*. This was to prevent students guessing directly from the choice of answers provided. Whereas to measure the motivation aspect, this study has adapted instruments from Gu and Johnson (1996) instruments, Noels et al. (2000) and Abu Bakar et al. (2010). In terms of the scale of the study, the original item used the Likert scale of 7 points. However, the 4-point Likert scale is chosen which is 1 = very disagreeable, 2 = disagree, 3 = agree and 4 = very to avoid the respondents from choosing a neutral scale. The 4-point scale is chosen to illustrate the consent without using a neutral scale to avoid the participants to respond using the middle path (Abdul Ghafar, 2003). According to Retief, Lutz, and Potgieter (2013), the neutral scale often creates problems in which the study proposed to use 4-points scale to illustrate the level of consent. To measure the aspects of collocation learning strategies, the research instrument is adapted from Abdul Ghani, Ismail, and Nik Yusoff (2001), Ying and O'Neill (2009), Tseng and Schmitt (2008), and Yang and Barfield (2011). In terms of scale of the study, the use of the 5-point scale is chosen as the construct of engagement to illustrate the frequency of students using collocation learning strategies based on the scale of 1 = very often (never done), 2 = not frequent (done once or twice), 3 = quite often (sometimes done), 4 = often (keep going and leave once) and 5 = very often (always done consistently).

#### **4.0 FINDINGS**

The first research question of this study is comprised of the first hypothesis (*Ha1*): *there is a direct correlation between the motivational variables and the collocation knowledge of public*

*university students.* The results of the structural model evaluation indicate that the motivational factor has a significant positive relationship with collocation knowledge, where  $\beta$  value is 0.229 and  $t$  value is 0.055. While the sub construct of motivational factors, i.e holistic motivation ( $\beta = 0.883$ ), extrinsic motivation ( $\beta = 0.923$ ) and intrinsic ( $\beta = 0.942$ ) also has a strong positive relationship with the main constructs. Conversely, at a 95% confidence level, the value  $t$  indicates 87.247 and 284.797, respectively. This shows that the motivational factor for learning Arabic language is high, thus indicating collocation knowledge among public university students is also high.

Whereas for the second hypothesis (*Ha2*): *there is a direct correlation between the variables of collocation learning strategies and the collocation knowledge of public university students.* The relationship between the collocation learning strategies and the collocation knowledge shows that these two constructs have a significant positive relationship. In which, at a 95% confidence level, the  $\beta$  value of the relationship between the collocation learning strategy and the collocation knowledge is 0.135, while the  $t$  value is 1.918. In terms of the relationship between the constructs of collocation learning strategies and its sub constructs (recognition strategy, mastery technics and application), it is found that the three sub constructs have strong positive relationship. The mastery technics have the strongest relationship (( $\beta = 0.943$ ,  $t = 149.84$ ), followed by recognition strategy ( $\beta = 0.785$ ,  $t = 31.077$ ), while the application strategy sub construct gives the lowest relation value to its main constructs ( $\beta = 0.0681$ ,  $t = 20.739$ ). This finding implies that the implementation of collocation learning strategies among UA students is high; thus, collocation knowledge among UA students is also high.

Table 1 shows the hypothesis testing formula for the first question, whereas Table 2 shows the path value of coefficient  $\beta$ , the value of  $t$  and the value of  $p$  for the relationship between the main constructs and sub constructs of the study. All values are rounded to the last two decimal points.



Table 1: Hypothesis testing

Hypothesis	Relationship	$\beta$	T Value	P Value	Results
Ha1	Motivation Collocation Knowledge	0.229	4.135	0.00	Supported
Ha2	Collocation Learning Strategies-Collocation Knowledge	0.135	1.918	0.050	Supported

Table 2: Value of the main constructs and sub constructs of the study

Constructs	Relationship	$\beta$	T Value	p Value
Motivation	Motivation –Intrinsic Motivation	0.975	284.799	0.00
	Motivation – Holistic Motivation	0.883	58.581	0.00
	Learning Strategies – Recognition	0.785	31.077	0.00
Learning Strategy				
Strategies	Learning Strategies –Mastery Technics	0.943	149.84	0.00
	Learning Strategies –Application	0.681	20.739	0.00

Next, we look at indirect relationships between collocation learning strategies that act as mediator. Based on the bootstrapping method, a significant test of the path coefficient with the setting of 5000 re-sampling at a significant level of 0.05 was performed. But prior to that, the PLS route analysis was estimated first without the existence of mediator variables of collocation learning strategies. Afterwards, the mediator variables were then included in the model to see whether the indirect effects of motivational factors through collocation learning strategies on collocation knowledge are significant. The analysis method is shown in Figure 1 below.

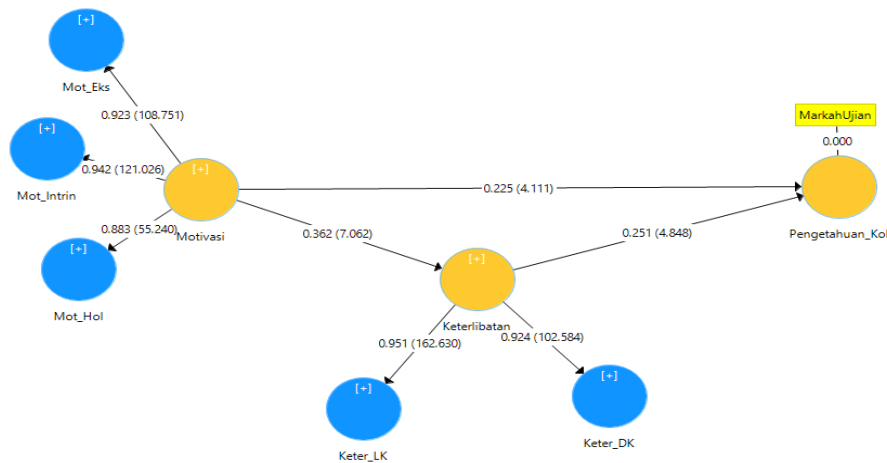


Figure 1: Bootstrapping without collocation learning strategies

Based on Table 3, the motivation factor has a significant relationship to collocation knowledge ( $\beta = 0.225$ ,  $t = 4.111$ ). Also, the influence of the mediator factor, which is collocation learning strategies, is reduced to collocation knowledge when collocation learning strategies factor is added to the model. However, it still maintains a significant direct relationship to collocation knowledge ( $\beta = 0.200$ ,  $t = 3.505$ ). This means that there is an indirect relationship between a motivational factor of collocation knowledge through collocation learning strategies. Analysis shows that indirect effects give a value ( $\beta = 0.117$ ,  $t = 4.153$ ), indicating that it is significant at 95% confidence level.

Table 3: Indirect relationship through collocation learning strategies as mediator

Relationship	$\beta$	T Value	P Value
<b>Without mediator</b>			
Motivation- Collocation Knowledge	0.225	4.111	0.000
<b>With mediator</b>			
Motivation – Collocation Knowledge	0.200	3.505	0.000
Motivation – Collocation Learning Strategies	0.462	9.410	0.000
Collocation Learning Strategies – Collocation Knowledge	0.104	1.430	0.036
<b>Indirect Effect</b>			
Motivation- Collocation Knowledge	0.117	4.153	0.000

Therefore, this finding has proven that the collocation learning strategies are the mediator between motivation and collocation knowledge. It can also be concluded that the relationship between motivation and collocation knowledge is also influenced by the implementation of high or positive collocation learning strategies. Hence, the hypotheses for this study supports the first question of the present research.

Next on the list is to provide answers to the second question of the present study, involving the strength of the collocation learning strategies factor as a mediator factor. However, a problem arose to the extent of the impression of the mediator factor. Based on Table 3, the direct correlation of the motivational factor to the collocation knowledge is 0.263, while the indirect relationship through the mediator of the collocation learning strategies is 0.117. Thus, the overall effect is  $0.263 + 0.117 = 0.38$ . Therefore, the value of Variance Accounted For (VAF) is:

$$VAF = \frac{0.263}{0.38} \times 100 = 69.2\%$$

The analysis showed that 69.2% of the motivational effect on collocation knowledge is explained through the mediator factor of the collocation learning strategies. This means the VAF value for the collocation learning strategies factor is within 20% -80%. Since VAF values are within 20% and 80%, these are categorized as a partial mediator. Hence, it can be concluded that some of the effects of correlation between motivational factors and collocation knowledge are successfully explained by mediator factors of collocation learning strategies. This gives the impression that the mediator factor affects the direct relationship between independent (motivational) and independent variables (collocation knowledge).

## **5.0 DISCUSSION**

### **5.1 Collocation Knowledge among Public Universities Student Based on Motivation Factor**

The findings of the present study show that there is a significant direct relationship to both motivational factors and collocation knowledge in language learning in general. It also shows the motivation factor is significantly positively correlated with collocation knowledge ( $\beta = 0.229$ ,  $t = 0.055$ ). Whereas the sub constructs of the motivational factor which are extrinsic motivation ( $\beta = 0.926$ ,  $t = 87.247$ ) and intrinsic motivation ( $\beta = 0.975$ ,  $t = 284.797$ ) also have a strong positive relationship with its main construct at a 95% confidence level. As such, the

findings suggest that if extrinsic and intrinsic motivation among university students is high, then collocation knowledge among UA students is also high.

Similarly, the majority of the previous studies have found that motivation is one of the most important predictors of language learning among students (Clément et al., 1977; Dörnyei, 1998; Kata & Dörnyei, 2005; Noels et al., 1999; Richard & Kruidenier, 1985), but only a few studies have seen the motivation factor in the vocabulary that students learn. Hence, the findings of the present study are seen to be in parallel with the previous ones by Choi et al. (2018), Tseng and Schmitt (2008), and Zhang et al. (2017), who agreed vocabulary is significant for knowledge of size and depth.

Although, the findings of the present study are not consistent with previous research findings such as Noels et al. (2000), who found there is no significant relationship between extrinsic motivation with Spanish students studying English as a foreign language. Tae-II (2008) also found that there is no significant relationship between extrinsic motivation with Korean students studying English. However, intrinsic motivation shows otherwise when there is a significant relationship with the achievement of English learning.

However, it is also interesting to note that respondents from the findings of Noels et al. (2000) were not rewarded for getting a good score of CGPA at university. Rather, rewards were based on long-term goals, like improving communication in foreign countries. Hence, on the basis of different situations and contexts, it is relevant that such findings showed no significant relationship between extrinsic motivation and second language learning in their study.

Conversely, this situation is different in terms of the Arabic language learning context in Malaysia. This is because motivation plays an important role, especially in collocation knowledge aspect among IPT students. This situation is due to religious or holistic factors, which are the main reasons to continue studying the vocabulary. Therefore, on the basis of religious factors that are the main contributors, there is a unique relationship between motivation and vocabulary knowledge (collocation), in contrast to the context of English language learning which is not influenced by religious factors.

## **5.2 Collocation Knowledge among Public Universities Student Based on Collocation Learning Strategies Factor**

The findings show that the relationship between collocation learning strategies and collocation knowledge constructs both have significant positive relationships. At a 95% confidence level, the  $\beta$  value of the relationship between the collocation learning strategies and the collocation knowledge is 0.135, while the  $t$  value is 1.918. On the other hand, in terms of the relationship

between the constructs of the collocation learning strategy and its sub constructs (recognition strategies, mastery techniques and application strategy), it is found that the three sub constructs have a strong positive relationship. The mastery techniques have the strongest relationship ( $\beta = 0.943$ ,  $t = 149.84$ ), followed by recognition strategy ( $\beta = 0.785$ ,  $t = 31.077$ ), while the application strategy sub construct gives the lowest relation value to its main constructs ( $\beta = 0.06$ ,  $t = 20.739$ ). This finding implies that if the implementation of collocation learning strategies among UA students is high, then the collocation knowledge among UA students is also high.

This study's findings are consistent those of Nassaji (2006), who mentioned students with a high vocabulary depth knowledge tend to perform various strategies more frequently. The findings of this study are supported by the study Tseng and Schmitt (2008) that the learning strategy behaviour requires 2 phases, namely: (i) what strategy is used, and (ii) how often it is used. But the differences arise when learning strategies cannot be a predictor of direct vocabulary knowledge in their studies, since it needs to go through an intermediate variable of mastery tactics. This is explained in the findings of Gardner et al. (1997), that the frequency of strategy utilization leads to low academic achievement. Among the reasons for this study was that the respondents were involved and tried all the learning strategies but failed to choose the techniques that were truly effective and relevant to their learning.

To strengthen this argument, Choi et al. (2018) also noted that there is a positive relationship between learning strategies and vocabulary knowledge that is divided into two dimensions, which are: size and depth, with significant relationship value at  $\beta = .83$ ,  $p < .001$ . Zhang et al. (2017) is in agreement with this study, finding that learning strategies have significant relationships with vocabulary knowledge where the magnitude of the relationship is ( $\beta = 0.59$ ,  $p < .001$ ).

In the same vein, most of the previous studies have found that learning strategies have become one of the most important predictors of vocabulary knowledge among their studies. However, it can be concluded that collocation knowledge is an aspect of vocabulary that is not separated. This is depicted based on the results of the correlation analysis of Farvardin and Koosha (2011), which shows that there is a strong correlation between the vocabulary and collocation aspects having a correlation coefficient of  $r = .85$ ,  $p < .01$ .

### **5.3 Contribution of Collocation Learning Strategies as Mediator**

The present study has also seen collocation learning strategies as mediator by testing three components of collocation learning strategies (recognition, mastery techniques and application). The findings show that collocation learning strategies are the cause of motivation

and collocation knowledge. This shows that when the recognition, mastery techniques and applications on collocation knowledge are high, then the collocation learning strategies are also high and thus affects collocation knowledge. Also, analysis of the strength of collocation learning strategies showed  $VAF = 69.2\%$ , indicating a partial mediator. This means that only part of the collocation learning strategies factor is the cause of the learning strategies and collocation relationship, which is explained through the recognition, mastery techniques and application. This finding suggests collocation learning strategies can help clarify the relationship between motivation and collocation knowledge. Conversely, the results of this study also enhance students' understanding of interaction with internal affective and behavioural control, where the ultimate goal is to achieve synergy between motivation, collocation learning strategies and collocation knowledge. Additionally, it highlights the advantages of collocated learning strategies that work to enhance collocation knowledge among students in order to make them more competent. Specifically, students who practice learning strategies in recognition, mastery techniques and application are often likely to achieve collocation knowledge more effectively as they are able to control self-learning, which drives students to ensure successful learning achievement.

Therefore, the importance of collocation learning strategies contributes to the value added of knowledge. Analysis of collocation learning strategies as a mediator to collocation knowledge shows that this construct is a cause or an explanation of the relationship between motivation and knowledge of collocation. As such, students with effective collocation learning strategies have learned them through recognition or mastery techniques. Thus, applying them indirectly will enhance their collocation knowledge. This is because the recognition element will create awareness of high learning motivation and teach students to use appropriate techniques to apply in their daily routine to achieve learning goals. Finally, the importance of collocation learning strategies in the Arabic language should be given due attention as the ability of a student to have this factor cannot be achieved in a short time. This is because, it is concurrent with the internal factors, maturity and students' development.

## **6.0 CONCLUSION**

As proven here, there is a direct relationship between motivation, collocation learning strategies and collocation knowledge among Arabic language students in public university. It means collocation learning strategies play a major role in determining human behaviour, especially for students at institutions of higher learning. Hence, students should use collocation learning strategies, especially in the role of autonomy, to increase competency in the Arabic

language, especially in collocation. Additionally, students need to be aware that motivational factors can trigger and motivate students to continuously improve collocation knowledge. Therefore, lecturers should motivate students to encourage extrinsic and intrinsic motivation among them.

Furthermore, this study has shown the strength of collocation learning strategies indicating as a partial mediator. It means only part of the collocation learning strategies factor is the cause of the learning strategies and collocation relationship, which is explained through the recognition, mastery techniques and application. This finding suggests collocation learning strategies can help clarify the relationship between motivation and collocation knowledge.

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